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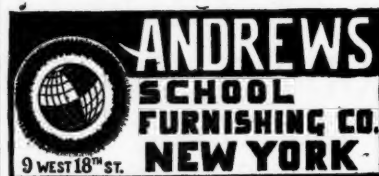
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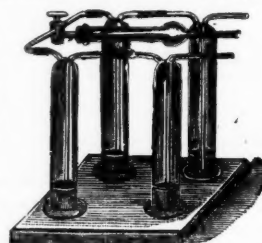
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Notes of the Minneapolis Meeting.

The evening address by Dr. Michael Ernest Sadler on "Educational Movements Here and Abroad" was one of the strong numbers on the convention program. Dr. Sadler's great work as Director of Special Inquiries and Reports in the English Education Department has been followed with interest by American school men from its first beginnings some five or six years ago. His address was pleasing and revealed much of the character of the man. The Rugby attitude, which always places adherence to eternal truth above temporary, present benefit, was evident thruout.

Dr. Sadler is a strong believer in national education, as may be seen from the summary of his remarks published on another page of this number. This is what he said concerning the governing idea in national systems:

"Education has constantly to readjust itself, in order to guard against new dangers which arise thru the disintegration of older habits of thought and ways of life. It is so eminently a national thing that no country can with advantage directly imitate the educational system of another country. Each nation must needs build up its own system in accordance with its own traditions and national needs."

Dr. Sadler submitted also the novel suggestion that encouragement should be given to American teachers to come and teach for a short time in English schools and *vice versa*. There is no doubt that much good would come from such an interchange. But the feeling, at this side of the Atlantic at least, is hardly favorable to the practical initiation of it as yet. Dr. Sadler's hint will be treasured up for future consideration.

Archbishop Ireland, of St. Paul, spoke of the sublime beauty of truth, and urged that the whole influence and responsibility of the teacher should be concentrated in the effort to make pupils love truth.

The 1902 meeting of the National Council of Education has gone on record as the first one ever presided over by a woman. Dr. Phillips was prevented by the serious illness of his wife from coming to Minneapolis, and so upon the vice-president, Miss Mary E. Nicholson, of Indianapolis, devolved the duty of occupying the chair. Dr. Harris made a very happy hit when he expressed to Miss Nicholson the satisfaction felt by the members of the council with her conduct of the meeting. It happened this way. Dr. Harris was called upon to speak, but preferred not to say anything on the subject then under consideration. The clapping of hands continued, to persuade him, but he remained silent. At last Miss Nicholson called over to him, "Dr. Harris, this means that the Council wants to hear from you." Immediately the doctor rose to his feet, and with a profound bow and a wave of the hand toward the chair, said, "This applause, Miss Nicholson, is intended for you, to give expression to the universal satisfaction with the excellent manner in which you are presiding over the deliberations of this body."

No address excited more interested comment than that by Dr. Nicholas Murray Butler on "Some Pressing Problems." The two great problems, he said, were first,

the elimination of waste from our methods of education; second, the restoration of the Bible as a literary classic in the schools.

Concerning the former problem, he said that the pupil at school is subjected to much loss, chiefly in time, which he ought not to sustain. There ought to be better adaptation of our plans of instruction to the needs of the child, and a wiser employment of the time given to education. The subject is certainly one of paramount importance. The weight of Dr. Butler's influence with the N. E. A. ought to go far toward getting the consideration of this problem under way in some practical form. The investigations necessary to secure the data for determining the actual amount of waste and the most efficient means of eliminating it are expensive and require the co-operation of thoroly trained experts, as Dr. J. M. Rice has shown in his *Forum* articles.

As to the second problem mentioned by Dr. Butler, the introduction of the Bible in the public schools, there will be much difference of opinion. Yet the arguments he brought forward were the strongest that could be drawn upon, considering the peculiar foundations of our common school ideal. When we study the ancient civilizations, he said, one of the first things to which we give attention is their religious books. And, yet, we are trying to teach Christian civilization and a knowledge of Christian literature while excluding from that instruction all knowledge of that book which is the basis of all that is best in our literature. From Chaucer to Browning our literature draws liberally from the eternal springs of our sacred scriptures. And, yet, we are undertaking to educate our children and make them scholars in literature without putting into their hands that great literary masterpiece, which is the foundation of the whole literary structure.

Dr. Butler has here placed a new argument before the nation. Whether it will succeed in conquering the objections hitherto urged against the reading of the Bible in the schools is very doubtful. However, if the effect should be to concentrate attention for a while upon the importance of the Bible as a literary classic, much good will be accomplished. Fortunately, the subject is of most popular interest, and the will of the people can be determined, at least in the separate localities, more readily than regarding almost any other subject. It might be a good plan to arrange town meetings to discuss the points advanced by Dr. Butler, and thus to feel the popular pulse before proceeding to action.

It was unfortunate that Mrs. Carrie Chapman Catt was so bitter and sarcastic in her remarks on "Higher Education and the Home," that she failed to impress the very people who were most in need of persuasion to the extension of the higher education and right of suffrage to women.

The president of the Department of School Administration, Mr. Israel Hyman Peres, of Memphis, Tenn., is unusually well informed concerning the principles underlying education. In his address to the school boards represented at the meeting, he emphasized some

fundamentals that are too often lost sight of. He said:

"We hear much about the uselessness of too much education. This is false doctrine. The trouble is that education is not prized for its own sake. It is looked on too much as an investment. It is demanded that your education be such that at a moment's notice you may convert it into the coin of the realm."

"Therefore, you are told not to waste your time acquiring an education, but learn a trade. The better advice is, do both. Let us teach our children not to gauge a man by what he does for a living, but what he is. Let us teach him not only the dignity of labor, but the sublimity of himself."

The exhibit of the schools of Minneapolis was a revelation to many of the visiting teachers in the vivid arguments it supplied for the value of an early beginning in combining industrial handwork with esthetic training. The specimens of pupils' work in basketry and weaving were especially convincing, and have no doubt made many new converts to the ideas represented by the articles.

Miss Jean L. Gowdy, principal of Washington school, Minneapolis, made some telling arguments in favor of good, systematic physical education. Manual work, she argued, is not necessarily promotive of a fair development of the body. Physical exercise is needed by everybody to prevent abnormal development. Thus a woman who bends over the washtub all day needs physical training as much as anyone, as her position tends to over-develop some muscles and arrest the development of others. Easy, graceful, nerve-soothing exercises are the great need in our busy, crowded, overwrought American life.

Again a few of the department meetings were seriously inconvenienced by the absences of the speakers announced on the programs. There are people who are quite satisfied to have their name go on the program for "prestige" in the columns of their local papers, who have no intention of going to the meeting. There is less of this sort of thing than in former years, but it ought to be stamped out altogether.

State Supt, Nathan C. Schaeffer, of Pennsylvania, has set an example which it is well to remember. He felt it incumbent upon him to be present at an important state committee meeting at Harrisburg on July 9. But having agreed to address the National Council on "Taxation as it Relates to School Maintenance," he arrived at Minneapolis on the morning of July 6, and left on the evening of July 7, after fulfilling the obligation he had assumed in accepting a place on the program.

Energetic and resourceful Miss Reel had provided a number of attractions for the entertainment and instruction of the visitors with a view toward spreading an interest in the education of the Indian. An exhibit of photographs and specimens of work from the various schools under her supervision revealed a wonderful development of the training in practical industry. There were also a boys' band and a girls' mandolin club, of Chamberlain Indian school, South Dakota. Both played remarkably well, and showed that they had much painstaking practice under efficient instructors.

The address by Miss Anna Tolman Smith, Dr. Harris's right hand in the Bureau of Education, which is printed in full in the present number was considered by many the most interesting and suggestive contribution to the Council meetings.

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THE SCHOOL JOURNAL publishes fifty numbers a year. This allows for a two weeks' intermission to enable the editor to arrange plans for the new school year. The next number will be issued under date of August 16.

The Recent Reaction in France Against Rousseau's Negation of Society in Education.*

By Anna Golman Smith, National Bureau of Education.

In the ten minutes at my disposal I can only touch upon the main points of the movement indicated by my subject, omitting all modifying conditions, all proportion and perspective. I have called the movement a reaction against Rousseau's anti-social doctrine, for it is in that light only that it can be fully estimated.

A century and a half have passed since Rousseau electrified Europe with his gospel of individuality. It voiced the protest of millions against a crushing social system and gave direction to their resistance. That resistance culminated in the French revolution and has found permanent effect in the French republic.

We can easily understand that Rousseau's teachings have profoundly affected primary education, the particular agency by which the new social order in France has built itself up. Many of us have felt the charm of the *Emile*, but we have never felt it as a Frenchman feels it. It flatters his national pride by the sense of a power that has affected all other peoples, and it thrills his national sympathies by qualities which he adores, precision, lucidity, and extraordinary invention. Rousseau is his world-genius cast in a national type! As such he figures in the French university programs and in the lessons and lectures on pedagogy of all French normal schools.

The ideas advanced in the *Emile* were not, it may be admitted, original with Rousseau; they were widely diffused at the time as vague theories or coldly didactic formulas; Rousseau gave them the power of living personalities.

A single one of these ideas concerns us here, namely, the effacement of society in the educating process. In the case of *Emile* the effacement is assisted by an isolation of the pupil after the Robinson Crusoe model, but this artificial condition impossible for the ordinary child and not complete even in the imaginary instance, is not essential to the purpose. The effacement or negation of society is really accomplished in the mind of the tutor. It is in his way of regarding the pupil, the natural man as opposed to civilized man, and in his conception of the educating process based upon and motivated by this notion.

Now these two elements, a principle and its application comprise all that is essential in a system. They may be generalized as regulations and applied to collective groups of children or they may be infused into the minds of teachers to generate therein a subtle, potent influence as has been the case with the French teachers.

But how, we may ask, had social influences penetrated French education before Rousseau's day? By social influences we must understand in this connection the various forms which manifest the spiritual ideals of the race, art, or the expression of man's esthetic ideals; history, or the record of his institutional ideals, and religion, the expression of his moral ideals.

Up to 1789 these were the essential parts of education in France as elsewhere. The French Revolution, of which Rousseau has been called the forerunner, destroyed them. They appeared no more in the specialized schools that rose on the ruins of the old universities, nor in those peculiar secondary schools, *les écoles centrales*, which in 1795 took the place of the ancient colleges. In the new schools no subjects were to be treated except "such as are plainly within the reach of the understanding," and morals were to be taught upon "the sole authority of nature."

This didactic form of stating Rousseau's precepts passed over to the republic of 1870 and became a living force in its primary schools.

The programs elaborated for these schools in 1886 gave, it is true, equal recognition to the threefold nature of man, physical, intellectual, and moral, but of ne-

cessity the stress of effort went wholly to the intellectual. The directions with respect to this division have the Rousseau stamp. It is proposed, they say, to instruct the child in a limited number of subjects, but chosen in such a manner that they will not only assure to him all the practical knowledge of which he has need, but that they shall excite his faculties, form his spirit, cultivate and extend it and constitute a true education." To this end "the method of training should be essentially intuitive and practical." In other words, it was education based upon the particular interests of the children of the working classes without regard to those ideal possibilities which they share in common with other children.

Both the temper of the people and political necessities tended to detach the state primary school from social and ethical influences. One bond indeed united it firmly to organized society, namely the industrial demands of a thrifty, practical people, but this was an influence in its essence individual or non-social.

The administration of primary education under the French republic has been conducted in two distinct though not necessarily antagonistic lines, the one political, the other philosophic. The most significant fact in its remarkable history is the sudden convergence of the two upon one purpose, namely, that of shifting the system from the intellectual or rational to the ethical and social basis.

Though the preparation has been prolonged and to an extent conscious, the change itself has come like the sudden bloom of spring time. It is not the mere verbiage of official decrees, but a living purpose in the minds of teachers, an impassioned enthusiasm for the social whole conceived as the harmonious accord of intelligent minds animated by moral purposes. Everywhere the conviction is strong that even children's minds will respond to this ideal.

On the spiritual side this change is the outcome of the teachings of M. Marion, first professor of pedagogy at the Sorbonne; of M. Pécaut, professor of ethics in the higher normal schools, and of M. F. Buisson, who for twenty years was at the head of the primary system; on the political side it is the outcome of government pressure intensified by clerical opposition. Under these influences solidarity has become the watchword in the French state schools, but it is solidarity based upon common standards of right, and the sense of inward unity and mutual obligations.

This change of basis in the system was one of the revelations of the Paris exposition. Of all the awards by which the jurors testified their high appreciation of the French educational exhibit, none carried such satisfaction to the recipients as that of a grand prize for the system of moral instruction. Its authors had worked in the spirit of constructive statesmen, and the award was a flattering recognition of their purpose and their success. But this moral instruction carries with it a deepened social consciousness. It is the extreme opposite of Rousseau's isolation, and it calls for a process the reverse of that which his fancy dictated.

In this movement toward national solidarity on the part of the French republic there is a return to the principle of historic unity. This was illustrated in a striking manner by the retrospective exhibits which formed a unique feature of the Paris exposition.

There is also an evident purpose to center in the school the influences that make for social unity. Hence the school patronage societies or corporations of friends of the school who work for the social and industrial welfare of the pupils. These societies tend more and more to assimilate with those of associations of former pupils known as "*les petites amis*." The latter, which

* Paper read before the National Council of Education.

number now about 5,500 have both recreative and economic purposes. I shall never forget an illustration of their spirit which I saw in a public school for boys, in one of the poorest districts of Paris. The director humbly apologized for the shabby building, "the meanest" he said, "in the city." Altho scrupulously clean, it was indeed, old, inconvenient, and crowded, but I recall his beaming countenance as we stood in the covered play court and he showed me there a little stage fitted up with the essential properties and furnished with a scenic curtain all provided by the work of the society of former pupils attached to that school. Here, as he explained, they presented from time to time, for the entertainment of the present pupils and their friends, very fetching French plays or charming concerts.

Above all the schools are the centers of that wonderful propaganda of popular intelligence which seeks to keep alive in the adult masses of France the passion for "the good, the beautiful and the true." This work comprises lectures, popular and instructive, courses of lessons in civics or the rights and duties of citizens, in economics applied to the conditions of ordinary life, in industrial science, i. e., agricultural and mechanic, and for women, lessons in household thrift and arts and in the local industries accessible to them. For the scientific, historic and literary courses, syllabi are prepared by eminent professors who have the French art of simplifying the difficult; these outlines are freely distributed thruout the country. Teachers, professors and patriotic citizens are united in maintaining the work. The government gives aid by an annual appropriation, and by the loan of lantern slides and other illustrative material. It also rewards the teachers who are most zealous in the cause by a much coveted prize.

The aim is to make every school a center of civic life, union, and aspiration. This purpose, however, is not suffered to interfere with the regular routine of the school; for in the French system the professional character of the school is most carefully guarded from outside interference and distractions.

In Protestant countries the public primary school has been called the child of the Reformation, in France it almost seems as if the Reformation was to be the child of the public school, for along with this transfer of the school from social isolation to social assimilation is a noticeable revival of religious consciousness in the church. This revival which, in the judgment of impartial observers, is drawing the French Catholic church to a sympathetic understanding of the republic, in the reformed or Protestant church is apparently working toward a deeper sense of the value of institutional life.

The Three H's in Education.*

By W. M. BEARDSHEAR, President of the N. E. A.

We are coming to adopt Buisson's definition of education and strive harmoniously to build up the character of the child, "not by means of the three R's but rather by means of the three H's, head, heart, and hand, and make him fit for self-government, self-control, self-help—a living, thinking being."

The celebrated three R's reciprocate the commercial spirit that gave them birth. One trouble with our educational work to-day is that the three R's appeal more strongly to the average citizen than do the three H's, and a money value, rather than a soul value, of education is still dominant in the esteem of the masses. Many of the teaching profession have taken up their work for the little ready money there is in it, rather than from the love of learning and a love of life, with their ceaseless unfolding of wondrous possibilities.

He that neglects the brains of his hands is as faulty as he that slights the brains of his skull. A person with

the brains of his hand uncultivated is incapacitated in a large measure for usefulness and enjoyment. Whatever our youth expect to do in future life the educational worth of the culture of the hands is comparable with that of any other form of education. The intellectual imagination of the pupil is appealed to over and over in the books and elementary science, but thru the hand the constructive imagination which is the most vital to the originality and individuality of the child is still too largely ignored in education.

The Supremacy of the Heart.

Some belittle sentiment as a work of weakness. Wholesome sentiment is stronger than intellectuality. The heart sees farther than the eye, feels more deeply than the hand, and understands more profoundly than the brain. The heart is the seer in the kingdom of life. It knows divine writ in sky, in field, in friend, and in God. The heart is the comrade of the hand, and the shekinah of the understanding. Half-hearted is half lost; whole-hearted is the beginning of salvation. The badge of the heart is,

"A chaplet from the tree of life."

The plea of a great English writer was for "a shade more soul" in the aristocratic barbarians of his countrymen, and a shade more soul is the need of our civilization and the crying want of our entire educational system to-day.

Household Economics.

Victor Hugo conceives man possessed of three centers, the brain, the heart, the stomach, and says,—"Civilization is but a mass, science is matter, religion is blessed with hams, feudality with digests, royalty is obese." He gives the characteristics of the stomach as appetite, satiety, and putrefaction. He makes it break the equilibrium between the soul and the body and makes Rabelais, the discoverer of the stomach's place in history. This conception of Hugo is still too prevalent. Education has overlooked this third center—the stomach in civilization. Learning and science are beginning to hear the divine call of the stomach, to displace its satiety with purity of flesh, and its putrefaction with nobility of soul. Household economics is fundamental in the humanities. It is not a few practical lessons in cooking at the summer Chautauqua, but the crowning of a four-year course of higher education beyond graduation from the high school. Household economics makes for the redemption of this third center in civilization.

Re-Emphasis of Old-Time Virtues.

Under these H's some old-time virtues need re-emphasizing. The rapid development of our physical resources, and the consequent ease of multi-millionaires, has begotten a spirit of wrong stature of life. Many of our people have roamed the continent for a better place and greater ease; many have rushed into the cities in hope of having less work to do; parents declare in the presence of their children that these children shall not have to work as hard as they; these children dream of elysian fields in the language of the old hymn, "dressed in living green," without the intervention of calloused hands and hardened nerves to produce them. We used to hear, "Labor conquers all things." Now luck, chance, and a piece of good fortune, secure all things and the world goes dreaming after it, forgetting that luck is a fool and pluck is a hero. Instead of the certainty and never-failing increase of honest labor, too many have changed the old hymn,

"Sure I must fight if I would win,
Increase my courage, Lord,"

to "Sure I must speculate if I would win," and it doesn't make much difference whether the Lord is in it or not. Even the laboring people have taken up the idea of there being a laboring class, and we are all making false divisions of our American society by wrong standards of classification. In fitting American girls and boys for truest citizenship the old doctrine of the nobility of labor must be reiterated.

* Extracts from presidential address, prepared for the N. E. A. Owing to severe illness brought on by overwork President Beardshear was confined to the sick bed at Minneapolis and was unable to preside over the convention. His address could not be delivered by him.

Educational Movements at Home and Abroad.*

By Michael E. Sadler, LL.D., Director of Inquiries and Reports, Education Office, London, England.

The keynote of the best educational thought of our time is hope. Never before has the work of national education been so full of promise for the future, or of deeper interest to the teacher, the administrator, and the student. But there can be no standing still in educational effort at the present time. The world is passing thru a period of rapid and disturbing change in the sphere of thought and of economic conditions. We live in a time of spiritual unrest, which in many subtle ways produces unrest in education. Education has constantly to readjust itself, in order to guard against new dangers which arise thru the disintegration of older habits of thought and ways of life. The triumphant advance of applied science threatens to bring about social conditions in which, unless forethought is exercised, individual initiative may be unduly hampered by the pressure of great masses of capital controlled by corporations. Moreover, the decay of many old restraints and the weakening of some of the older forms of upholding tradition and authority have deprived many people of a sorely needed support in the trials of life, and there are signs of a great longing in many minds for the peace which definite and unflinching conviction can give. Education is sensitive to these atmospheric changes in human thought and sentiment. All over the world there are marks of educational unrest.

Educators, therefore, are looking around in all directions for suggestions as to the best lines of further advance. It is significant that each nation is realizing, more fully than before, how much it may gain by studying the educational history and development of other nations. Students of education in Great Britain are keenly alive to the characteristic excellence of American, French, and German schools. Germans are carefully following the course of educational development in France, Great Britain, and America. And in the recent parliamentary inquiry into French secondary education frequent reference was made to German, to American, and to English experience. Education, indeed, is so intimately national a thing that no country can with advantage directly imitate the educational system of another country. Each nation must needs build up its own system in accordance with its own traditions and national needs. But the comparative study of educational systems is full of valuable suggestions and of stimulus. In this branch of the scientific study of education, the United States have been among the pioneers, largely thru the labors of the late Dr. Barnard, of Dr. W. T. Harris, U. S. commissioner of education, and of President Nicholas Murray Butler, of Columbia university.

The strong points of the best tradition in English education are its conviction that physical training and close contact with nature are essential things in true culture; that it is a mistake to regard purely intellectual training as the sole work of a well-organized school system; that education does not come thru books alone or words alone, but also thru making things, thru first-hand contact with stubborn materials, thru the training of hand and eye, and thru practice in the arts of home life; that it is expedient to cultivate many kinds of expression of the human spirit, and not to confine our training to the powers of verbal expression, but rather to encourage expression thru art, thru making things, thru the exercise of judgment in practical affairs, and thru practice in the work of organization and government. The fundamental belief of the best English educators has always been that the true fruit of a good education is not knowledge alone, or intellectual agility alone, but a combination of four things—discipline of body, enlightenment of mind, balance of judgment, and obedience to duty.

Such an ideal of education, however, presupposes for its best work a stable order of society, an undisturbed acceptance of certain broad principles of conduct, and a general agreement as to the right application of those principles. It is peculiarly liable to confusion, injury, and unsettlement at a time of upheaval in the ideas which underlie the traditional ways of thinking. The disintegrating effects of scientific criticism have, therefore, been especially noticeable in the strongest parts of English education. Moreover, the characteristic defect of a type of education which lays marked stress on ethical rather than on intellectual influences, is a tendency to underrate the value and moral bearing of intellectual thoroughness. Hence the urgent need for a revision of the intellectual standard in many parts of English education. The intellectual standard is far from being low, but it needs re-adjustment. Many of the brightest English boys are learning too much of things which they will not need in after life, and too little of things which it is imperatively necessary for them to know. But rapid changes are taking place in the English schools. Never before in her history has England shown signs of being on the verge of so vigorous an educational movement. And those who have most closely followed the signs of that movement are best aware how much stimulus and guidance have come to it from the study of American and German education.

But it is with the underlying principles of American education rather than of German that most English teachers find themselves in closest sympathy. It is to be desired that there should be more intercourse between American and English teachers. Distance makes many forms of regular meeting impossible. Might not more be done, however, to encourage graduate study by young English students at American universities, and *vice versa*? English conditions are full of interest to the student of social science, and I should like to see courses of graduate study in social economics, in English educational history and practice, and in the principles and practice of municipal, colonial, and Indian administration, organized at Oxford and Cambridge, in London, Birmingham, and Manchester, for the benefit of graduate students from other countries besides my own. I have only mentioned, out of many subjects, two or three in which England is in a position to offer especially interesting opportunities of advanced, practical study. The benefit which England would derive from the intellectual stimulus and from the future results of such systematic investigation would be great. And I am convinced that the students would find much material for profitable study.

Another suggestion has been made which I desire to submit to your consideration. It has been suggested that encouragement should be given to American teachers to come and teach for a short time in English schools and *vice versa*. If something can be done in this direction, I believe that much good would follow. The chief difficulty is a practical one, namely, that neither in the United States nor in England is there any central authority which appoints teachers to positions in the schools. In both countries appointments are made locally. But much might be done by means of a joint committee which would disseminate information as to vacancies, examine the credentials of applicants, facilitate the exchange of references, and bring the idea of such interchange of qualified teachers effectively before the public in the two countries. Beginning in a small way the experiment would be tested by its results, and personally I believe that it would lead to a fruitful interchange of ideas, of suggestions, and of experience.

*Abstract of address before the N. E. A.

Educational Progress of the Year 1901-2.*

By William Rainey Harper, President of the University of Chicago.

In the field of elementary education the most significant single event—that which has touched the largest number of persons and affected them most keenly—has been the death of Colonel Francis W. Parker. As in the case of most men who have accomplished much, the greatness of his work was not fully apparent until he was taken away. The universal appreciation of his leadership, the universal testimony to the greatness of his career, and the universal mourning over his sudden death, together constitute the most striking event of the year. That he should be taken away at the very moment when he was about to enjoy the fruition of a lifetime's work, and that he should not be permitted to enter the buildings on whose plans he had spent so much time and energy, was indeed pathetic; but that he had built foundations broad and strong for future work in the field of elementary education; that he had made noteworthy contributions to the cause of public school education; that, indeed, he was one of the great leaders of the last quarter of a century is everywhere acknowledged. Altho he was an officer of the University of Chicago, I may be permitted to say these things, in view of the fact that his connection with the institution was so brief; and I am sure that the general educational public will approve the policy adopted by the university, to go forward with the work which he established and to undertake the accomplishment of this work in accordance with his purpose and his spirit. To this is pledged the faculty of the School of Education, so closely connected with him personally and officially, and to this is pledged also the new director, Mr. Dewey. It is not too much to expect that this faculty shall develop, on the foundations which have already been laid, a great and noble institution from which good and only good shall emanate for the public school system of the country.

The curriculum of the common school in these last years has greatly expanded, and now includes much material drawn from the departments of natural science, drawing, art, manual training, as well as from those of history and literature. This material is so various in its character and so large in its amount as to produce "a stuffed condition of the school course which occasions uneasiness and distress." The "new education" has given us certain problems that urgently demand solution. It is generally understood that these problems group themselves under two heads: (1) how to select in each department of study the most important topics for treatment, and (2) how to bring these various departments of study into such relationship with each other that each will contribute to the other, and that waste shall be reduced to a minimum.

So far as I am able to gather the facts, no new principles or theories have been projected during the past year. Leaders in the new education have concentrated their efforts upon its practical side.

No one can fail to see the increasing acknowledgment in the modern education of the child of the importance of training in esthetics. In more than one great center there has been manifested a growing desire to decorate and beautify the buildings. It has been suggested that perhaps in no former year has greater interest been taken in the architecture of the school buildings than during this year. The work accomplished in this regard in the cities of Boston, New York, and Chicago deserves especial mention.

One characteristic of the teacher's work, which stands in marked contrast with that of even recent years is the larger freedom accorded each individual teacher; freedom from the old conventions and ideas as to what constituted curriculum as well as method. The breaking up of these formal conceptions has resulted in a spiritual

liberty formerly unknown and capable of producing the largest efficiency in the work of the individual teacher. The work is no longer so mechanical. The presentation of these new subjects compels variety of method, and it is a noteworthy fact that with this greater freedom from conventional treatment there is a growth of mind and spirit which gives an inspiration and arouses an enthusiasm incomparable with that of the old regime. There are some who think that this freedom of the teacher has had its origin in the efforts made within these later times to adjust the work of the school to its environment; to have the child study things instead of studying about things; to bring him into contact with real life instead of that which represents life.

The friends in the stronghold of kindergarten work, Chicago, have been greatly exercised lest a backward step should be taken in this important field. At times it has seemed that the whole department of kindergarten work might have to be abandoned in the city of Chicago for lack of funds. It is probable that nothing could have done more to arouse the public interest in the subject than the danger which was thought to exist. It may be said with confidence that at no previous time has the position of the kindergarten work been more strongly established; and to my mind this constitutes one of the most important facts in the educational history of the year. Whatever may be the actual procedure during the coming school year in Chicago, the place of the kindergarten has been vindicated in the minds of the great majority of its citizens, and the future budget must contain liberal provision for this division of educational work.

Rural Schools.

Much may be expected from the campaign now being made in Michigan in behalf of the centralized rural school. Strong public sentiment has been aroused, and while hitherto the state grange has opposed every movement in this direction, a large part of its membership has come to advocate the proposed change. The district schools will be great gainers from this movement.

An interesting development in connection with the rural schools, especially in the states of Wisconsin and Missouri, is to be noted in the introduction of instruction in agriculture. This, of course, corresponds to the introduction of industrial, or manual training in the city schools. It is an application of the now generally recognized principle of bringing the school work into close touch with the home life of the pupil; and it may safely be predicted that no more important application of the principle has yet been discovered. The nature of the subjects thus introduced, and their pedagogical possibilities, combine to make this step one of marked significance in the history of education. The complete reports of the revision of the public school system of Ohio have not yet been published, but from private information it may be said that a most rigid revision of the system has been adopted, and that the Ohio public school system may henceforth take its place side by side with that of other states which have in these last years made great progress.

Southern Education.

The Southern Education Board, which was the outcome of the Capon Springs conference held in Winston-Salem, N. C., in 1901, has already shown its strength and its power to accomplish good results. For the first time in the history of Southern education a comprehensive undertaking has been launched founded upon true principles. That educational work in the South should have to do with the education of the white man as well as the negro; that it should be worked out, for the most part, by Southern men; and that it should begin with the public school in the South, are principles which appeal directly to the common sense of every intelligent

* Paper read before the National Council. [Considerably abridged.]

thinker. It is confessedly true that the Southern states have not received their proper share of the great gifts for education. Twenty-five per cent. of the population of our country should receive a larger proportion than 3 per cent. of the general contributions to education.

The distinctive interest of the Southern Board, is in the public school, and it is particularly concerned in those forms of education "which look toward thrift, industry, and usefulness." This fact will guarantee, in part at least, the adoption of the principles of the new education.

A still more recent forward step in the interests of Southern education is the organization of a body called the General Education Board. The function of this board is entirely distinct from that of the Southern Education Board. The latter exists for the purpose of developing an educational sentiment. The former board has been organized to receive, hold, and dispose money for Southern education. The board has already at its command a fund of more than a million dollars. Its methods of work are those born of large experience, and its breadth of sympathy and its wisdom have already been satisfactorily administered. No stronger agencies, no agencies more greatly needed, have been established in any sphere of work, educational or industrial, in this last year, than the agencies named—the Southern Education Board and the General Education Board.

Secondary Schools.

In connection with the curriculum of the secondary schools, three or four tendencies may be clearly noted. One is the introduction of courses relating to commercial and industrial subjects. The passing year has seen great strides forward in this particular. Is this phase of secondary work moving perhaps at too rapid a rate? We must not forget that years are required to develop a new subject for practical educational results. Are we throwing aside those subjects, whose educational value has been tested beyond question, for the sake of introducing new subjects which, at all events, for a long period must prove to be of lesser value?

Another tendency which, during the present year, has attracted special attention is the substitution of the certificate system for examinations in connection with college entrance. To those of us who are familiar with the working of this system in the West this proposition has in it nothing that is new. It would seem, however, that this idea, born in the West, is making its way slowly but surely into the Eastern sections of the country. The indications are quite clear that before long the certificate system in one form or another will be adopted by Eastern institutions.

The tendency toward the introduction of elective work in secondary schools has unquestionably increased during this past year. In so far as such election is virtually an arrangement of studies in groups of closely connected subjects, no exception to it may be taken; but to the proposition that the average secondary student is able, even with the parents' help, to select his subjects, and that such selection, because it is an election on his part, is preferable to the grouping of subjects which the best experience has approved, the writer desires to enter earnest protest—a protest based upon experience with students of a still maturer age. It has been my experience, after careful study of the facts as brought to light in the operation of different systems, that the average boy or girl in the freshman or sophomore college years exhibits an utter inability to make wise decision between various courses of instruction. The choice will be determined, in a majority of instances, by the hour of recitation, or some statement concerning the course by a fellow student. Least of all does he have in mind the relationship of the course to the work which lies before him. I am, therefore, strongly of the opinion that, unless the choice of subject in secondary work is practically controlled by the principal, election will prove injurious rather than helpful. Much is said,

in connection with the open elective system, both in secondary school and college, of the advice given by instructors and the assistance rendered by parents, but practical experience goes to show that no one is more easily influenced by whims than the parents, and that too frequently the instructor is a specialist who has little interest in or knowledge of subjects outside of those with which he himself is directly connected.

The rapidly growing demand on the part of high schools and academies for teachers of athletics, manual training, and domestic science is significant of important educational tendencies, and the demand is no less significant than the fact that at the present time teachers in these specialties are so few that the demand cannot be met.

A remarkable fact in connection with secondary schools is their phenomenal growth. I do not stop to present the statistics, for these have been indicated on more than one previous occasion. If it is true that the number of high school students has doubled within the last decade; that the great majority of all students who enter college now come from the high schools (it is an interesting fact that even in New England Dartmouth college should receive from high schools more than a hundred of the hundred and forty-one members of its present junior class); that the number of high schools is increasing rapidly in every state; and that the scope of their curriculum is growing almost at a pace with the increase in numbers, the time has surely come when this factor in our educational machinery deserves greater consideration than it has hitherto received. Wedged in between the great common school work and the higher work of colleges and universities, its prominence in the past has not been commensurate with its importance. The high school curriculum cannot longer be regarded as one to be adjusted as a preparation for college. It may be questioned whether preparation for college is the most important subdivision of high school work. In any case, these schools have come to occupy a unique field independent of higher institutions. In many sections of the country the work is co-ordinate with the work of the smaller colleges, and the preparatory schools connected with the smaller colleges no longer occupy their former place of importance and dignity. In fact, the high school is rapidly coming to be a rival of the smaller college itself. In some states the high school now does the work of the freshman year, and even some of the work of the sophomore year, this being recognized and accepted by the state universities. This tendency, while subversive of the relationships which have hitherto existed between college and preparatory school, and while injurious in the extreme to the growth and development of the smaller college, is a tendency which is invaluable and which deserves encouragement. It is a movement in the interests of economy, of better secondary education, and of better and broader higher education. The time is coming when, in every state, the leading high schools will carry the work to the end of the sophomore year in college. Nothing can be said in justification of the policy of stopping at an earlier point than this.

College Entrance Requirements.

If, as has been suggested, the most significant step in the field of secondary education in the Eastern states has been the successful inauguration of the college entrance board, it is perhaps true that the most significant step in the West has been the establishment, by the North Central Association of Colleges and Secondary Schools, of its commission on accredited schools. This commission was established in 1901, and made its first report at the annual meeting held in Cleveland, March 28, 1902. The commission consists of about forty members, equally divided between colleges and secondary schools. Its purpose is to effect reasonable uniformity in requirements for admission to college. If the plan recommended is put into operation, any student gradu-

ated from any school on the accredited list may without difficulty enter any college in the association.

The report defines a unit course of study as a course covering a school year with four or five periods of at least forty-five minutes each per week. It is recommended that the high school curriculum contain not less than fifteen such units, and that the same number be accepted as fulfilling the requirements for admission to college. Of these fifteen units there shall always be three in English and two in mathematics.

The report also presents:

1. Definitions with detailed suggestions as to the ground to be covered in each unit of the several subjects of the high school curriculum.

2. A plan of school inspection in accordance with which the list of accredited schools may be formed.

3. Suggestions for the assignment of college credit for high school work done in advance of the college entrance requirements.

In defining and describing unit courses of study the commission has based its recommendations on the definitions of the College Entrance Examination Board of the Middle States and Maryland, the Committee of Twelve of the American Philological Association, the Committee of Twelve of the Modern Language Association, the Committee of Seven of the American Historical Association, and the Department of Science of the National Educational Association.

Higher Education.

Every succeeding year of the past decade has witnessed a greater interest on the part of the American people at large in the work of higher education. The year just passing has contributed as much, perhaps, as any two or three of the preceding years. This larger interest is manifested by the increased attendance at all institutions giving instruction in higher work, by the greater numbers of men and women preparing themselves for the work of instruction in higher institutions, and by the larger public generosity which is manifesting itself on every possible occasion.

An important feature of higher educational work in most recent times is the attention which is being given to commercial and technical instruction. The time has come when the university is compelled to adjust itself more definitely to its environment. The prevailing characteristic of the modern environment is now included under these words: commercial and technological. In spite of the fact that in Boston there exists the greatest technical school in America (the Massachusetts Institute of Technology), Harvard university is compelled, so says its president, to establish by the side of it another school of technology. This is necessary in part because students who wish to attend school at Harvard desire instruction in technology, and also because a university must serve as the true expression of the sentiment of its period. The state universities have naturally led the way in the development of technological work. Other universities must follow if they are to meet the demands of the times. It still remains to be seen whether the steps that have been taken in the direction of commercial education of a college grade will realize the hopes of those who have engaged in it. After all, it is to be remembered that the main purpose of a college course is not the information which the student gains; and yet it is to be conceded that any ordinary subject, well studied, may be used advantageously for the purposes of general education.

It is generally conceded that the instruction given to students in the earlier college years has greatly improved within a short period. The custom of appointing as tutors or instructors students who had just graduated from college has almost disappeared in the better class of institutions. It is now expected that an instructor shall have had at least three years of special training in the subject in which he is appointed to give instruction. In some institutions there must be added to this at least one or two years of class-room instruc-

tion before an appointment is made. Not long since it was a common complaint that students in their freshman year received poorer instruction than in the last years of the academy or high school; and there was ground for this complaint. It can no longer be made, however, in view of the men appointed in all our institutions to do the earlier college work. In many institutions the oldest and most experienced professors give a portion of their time to freshman and sophomore classes.

The feeling grows stronger in every quarter that the college course, at least for those who are to engage in a profession, must be shortened. It does not seem that the Harvard plan of three years meets with general favor, even in Cambridge, altho, according to the official report, 40 per cent. of the men now graduating from Harvard college finish their academic work within three years. It would seem to be a better plan to allow those who do not contemplate a professional course of study to take the full four years of work in college, and to arrange for the other class to count their early professional work as a part of the work accepted for the bachelor's degree. A great forward step in the direction of this policy has been taken in the recent action of Yale. This policy has been adopted as the basis for the organization of the schools of medicine and law in the University of Chicago. It is the most practicable solution of the problem which confronts us, and bids fair to be the commonly accepted solution within a short time.

President Jordan, of the Leland Stanford Junior university, has suggested to me that among the various important movements of the year is the disposition of small colleges to become junior colleges, turning their graduates over to the universities at the beginning of the junior year. I may not dwell upon this opinion longer than to say that, within my own observation, many facts pointing in this direction have occurred. When some of our smaller colleges shall have come to appreciate the fact that their position in the educational world will, indeed, become a higher one if they will limit their work to that which they can do with thoroughness and satisfaction to all concerned, and will encourage their students at the end of the sophomore year to take advantage of the larger foundations to be found in the state universities and in the great cities of the country, a great step forward will have been taken. The adoption of this policy by even a few will inaugurate a movement, the ultimate results of which will be of incalculable value to the cause of higher education.

Character of University Presidents.

No fact has been commented on more widely than that which has been thoroly illustrated by the change of presidency at Princeton; namely, the transfer of the control of education from the clergy to the laity. In the Association of American universities only one institution is under the administration of a clergyman; that one is the Roman Catholic university at Washington, and is essentially a theological institution. Special attention was drawn to this fact in the address of Mr. Eliot at the Columbia celebration. The significance of it is self-evident, and, when coupled with the fact that so small a number of college graduates in our universities now plan for the profession of preaching, the significance grows even more startling. Moreover, from no quarter, not even from the clergy, do we find criticism of this policy. It seems to meet with general favor and approval. Surely, if anywhere, the old régime would have continued in Princeton; but even at Princeton the new policy has been adopted. The fact is itself a commentary upon the function and place of higher education in the public mind. It is an epitome of the great change which has taken place within so short a time. One may not be too sure that this change is altogether good. Time alone will determine whether something is not lost in this transfer. It does not mean that our institutions of learning are any less religious

either in fact or in theory, for it may be confidently maintained that never, in the history of higher education, has the religious spirit prevailed more widely, or extended more deeply, than at present. It does not mean that questions of ethics or of philosophy occupy a less prominent place than in former years. It does not mean that Biblical instruction is now taking a secondary place in comparison with that which it has hitherto occupied; for here again, as everyone knows, never before in the history of college education have Biblical studies occupied the place in academic instruction which they hold to-day. But if it does not mean these things, what does it mean? Simply that the work of education is itself a separate profession, distinct from preaching.

Carnegie and Rhodes Bequests.

The two greatest single events in the history of higher education during the past year—indeed, during the past ten years—are those connected with Mr. Rhodes's proposition for American and colonial scholarships at Oxford, and the foundation of the Carnegie institution in Washington for research work. It is intensely interesting to note that these two great events were announced within ninety days of each other, and that the one is distinctly for educational purposes, the other for purposes of research, the two thus covering the entire function of the modern university. It is interesting to note further that in one case the provision is made by a foreigner, altho intended to benefit American youth, and that in the other case the provision is also made by a man of foreign birth, its purpose being to elevate and dignify and increase the possibilities of research work in the land of his adoption. The members of the National Educational Council cannot fail to have noted that the action of Mr. Carnegie was the direct result of a report made by a committee of this council a year ago, and that the Carnegie institution has been established on precisely the lines laid down in the report of this council's committee.

The president of one of our oldest institutions writes to me privately this statement concerning these great gifts: "The relation of the great gifts of the past year to the future like those of Carnegie or Rhodes, is so problematical that I do not, so early as this, venture to estimate their importance."

It is plainly possible that great injury to the cause of education may result from gifts of this magnitude, unless they are properly administered. On the basis of important testimony, coming to me directly from leaders of education in Scotland, I am convinced that Mr. Carnegie's gift to Scotch universities up to the present time has resulted in far greater injury than good to those institutions and to the cause of education in that country. One of the most dangerous weapons in the world is a large sum of money badly administered in a good cause. It is, therefore, as has been suggested, too early to hazard an opinion on the good or evil results of these gifts. That both of them have great possibilities of good no one can deny. The Carnegie fund has been established for research and ought to contribute largely to institutional co-operation; but if, instead of encouraging the work of research and investigation as already established in our institutions of learning, it endeavors to detach such work from those institutions and to gather to itself the responsibility and the credit for such work; if, instead of strengthening the work where it already exists, it undertakes to establish new foundations, independent of these institutions, in order that its own work may be more tangible, it will prove to be the greatest curse to higher education in this country instead of a blessing. If the Rhodes scholarships are to be employed to detach from the American environment one hundred or more young men of special ability each year and transport them to foreign soil in order to imbue them with foreign ideas at an age when they are peculiarly impressionable; if the purpose of this foundation is to draw all men to a recognition of the doctrine of imperialism as it is embodied in the British empire,

the execution of this trust may prove a curse instead of a blessing to those who avail themselves of its privileges.

But there is no good reason to suppose that these injurious results will follow. The men to whose trust has been committed the Carnegie institution are men of broad sympathies and of large ideas. Altho thus far no sufficient indication has been given of the policy of the institution to lead us to suppose that the original proposition of institutional co-operation has a large place in the minds of those immediately in control, time will convince all who have relationship to this institution that only such a policy will be productive of the best results. And, surely, in the disposition of the Rhodes scholarship there will be employed that same large wisdom which has thus far characterized British statesmanship and diplomacy. The form of the gift is sufficiently indefinite to make it possible to modify the original proposition and to permit these scholarships to be for graduate work rather than for undergraduate work. In any case, regulations may easily be established which will make profitable this temporary sojourn of American youth in a country so closely connected with our history and our sympathies. England and America stand together to-day, and in the future will continue to stand together, in all great international and humanitarian movements; and this additional bond of union may be not the least important one in bringing about great international reforms in which England and the United States shall take the lead.

The Outlook.

We who are workers in the educational field to-day live in a period of great and wide-reaching opportunity. Our predecessors knew nothing of the advantages which we enjoy. The outlook which presents itself to us would have been for them an utterly impossible one. Greater wisdom is needed to-day in view of these new and splendid opportunities. The work of the teacher grows more and more secure, and it is more and more highly esteemed by the people at large. It is the highest career man or woman is permitted to follow. The greatest of all men was a teacher, a Man who employed the methods of a teacher and was recognized as such by all who met him. In view of the achievements of the past, and the possibilities and opportunities of the future, let us "gird our loins," put on new strength, and take up the burden of life for another year with new courage and with a never-failing faith in the dignity and value of the work which God has given us to do.



Pioneering in New England.*

By DR. JOHN W. PERRIN, Western Reserve, Cleveland, O.

The Puritans of New England belonged to that middle class in the home country that has made England what it is to-day. They were not ignorant men; on the contrary, many of the earliest settlers had been trained in the universities of England. They were men of lofty character and of a high order of intelligence. They were pre-eminently religious and had an abiding faith in the Calvinistic doctrines they had espoused. They gave up home, kindred, and native land to come to a region uninhabited save by savages. Even here, amidst physical dangers, they regarded ignorance as their worst enemy. Accordingly, as early as July 20, 1629, a school was established. By 1635, Boston took a more advanced step and made provision for a public school. By 1647, a school system had been created that required the establishment of schools in all towns and the attendance of the children upon them.

Before the union with Massachusetts colony in 1691, very little had been done by Plymouth colony. Schools were not wholly wanting, however. After the union the Massachusetts system applied to the province.

* Abstract of paper delivered before Department of Secondary Education, July, 10, 1902.

The laws of Connecticut during these centuries were much like those of Massachusetts. Schools were required in all towns, and attendance was made obligatory. In Rhode Island little was done in the way of establishing schools for the people. Here the idea prevailed, as it always has in England until very recently, that public elementary schools are charitable institutions. The same idea prevailed in the South, and to some extent in Pennsylvania.

Of the other New England states, little need be said. From 1641 till 1693, New Hampshire was a part of Massachusetts. After its separation its laws in spirit were the same as those of Massachusetts. Vermont was not permanently settled until 1724. Prior to the revolution no attempt was made to establish a school system.

Function of Knowledge in Education.*

By Supt. C. B. GILBERT, Rochester, N. Y.

All definitions of education exclude the acquisition of knowledge, and yet practically all educational discussion and practice treat it as the substantial thing in education.

"Knowledge is not power, it is a condition of power." In education knowledge has four principal functions.

First: In its simplest form, which we call intelligence, it is the working basis of all intelligent activity, and hence of all education. This intelligence includes acquaintance with the symbols used in reading, writing, and computing.

Second: Knowledge serves as a gymnastic, thru the act of acquiring which the mind is disciplined.

The third function of knowledge in education is an outgrowth of the first. It is to acquaint the child with his environment, material, spiritual, and social, that is to produce a larger intelligence.

The fourth function is to furnish nutriment to the growing mind, following the analogy of an organism.

The acceptance of this analogy is fundamental to any true view of the educational process.

The danger attending its use is merely the danger attending the use of all analogies. Analogy is not identity, and any analogy may hence run into absurdity, especially an analogy between a material fact and a spiritual truth, but the danger in the use of the only alternative is vastly greater.

There is no language for metaphysics but that borrowed from the material world. This must be either biological, taken from things having life, or physical, taken from things without life. In education the former is the only safe analogy.

Those who consider the first and third functions of knowledge in education the important ones, accept necessarily the physical analogy. They treat the mind as a receptacle, and education as storing it with useful knowledge.

Those who believe that discipline is the function of knowledge in education confuse figures. They regard the mind as a tool to be sharpened and as a something to be trained as a trick animal is trained according to a law external to itself.

Those who accept the fourth function regard the mind as an organism to be nourished according to its own law.

Emphasis upon the first or common intelligence function has produced the narrow school of the bare three r's.

Emphasis upon the second or disciplinary function has produced the formal discipline of the alleged faculties with all its woes. It tends to the disregard of content. Any old thing will do.

It has produced the school of dull grind devoid of joy and spontaneity, words without thought, rules without thought, rules without understanding, and, on the

ethical side, force, spiritual anarchy, hypocrisy.

Emphasis upon the third or higher intelligence function has produced the school of verbal culture, words, words, words, every substitute for real knowledge.

Emphasis upon the fourth function has produced the true school of spontaneous joyful activity, in which the needs of the children determine largely both the content and the method of his study. It is the foe of isolation, but rather relates school life to the life outside by vital ties.

Moreover, it includes all the others. It is the school of freedom and joy and hard work and discipline and abundance of knowledge, because the center is a growing child, needing nourishment rich and varied, and every activity engaged in and the knowledge imparted is prepared to meet his needs.

Thus and only thus is a child best fitted for social efficiency which is the end of education.

Education in the Appreciation of Art.*

By Chancellor William BAYARD CRAIG, Drake Univ., Ia.

Man sees truth in the operations of nature and by the aid of reason produces science; he sees truth as related to character and conduct and by the aid of conscience produces ethical systems; he sees truth as beauty, and inspired by joy or other emotion produces art.

Science, religion, and art are essential to a complete civilization.

In our young and vigorous country we are strong in science, respectable in religion, and weaklings in art. We have been too busy with the utilitarian and material development of our continent to have time for art. Ask an average American citizen about matters of trade or government, and he will give an intelligent and self-reliant answer; ask him for an opinion concerning a work of art, and he will probably answer with a conventional phrase and pass on, feeling that he has said something flat, ridiculous, or both. He has no knowledge of fundamental principles by which to judge an art production, and for this great lack the schools and colleges must be held to account.

A grammar school student can be made to grasp the significance of Tolstoi's definition of art, "Art is human activity consisting in this, that one man consciously, by means of external signs, hands on to others feelings that he has lived thru, and that other people are infected by these feelings and also experience them."

This is the best definition yet produced. It leaves beauty to take care of itself and makes the expression of his feeling the supreme aim of the artist.

This is right. The divine idea is beautiful in itself, and beautiful is the body the divine idea weaves for itself, whether by the processes of nature or by the hands of the inspired artist.

When one learns that skill in technique is not art, but simply a form of skilled mechanics that must have behind it the inspiration of the artist to produce art at all, one is able to eliminate a very large part of all that calls itself art.

The first question in art appreciation or criticism is, Does this work appeal to my heart? Was it inspired by a true emotion and does it arouse the same feeling in me?

True feeling on the part of the artist will fulfill all the laws regulating successful expression. It will insure unity, simplicity, sincerity, vigor, precision, and conscious power.

In our materialistic civilization we need the inclination and ability to understand and appreciate the language of art by which the interpreters of the realm of emotion and beauty would impart their light and love to the world.

* Abstract of paper read before the Department of Higher Education. The complete paper will be published in *Educational Foundations* for September.

* Abstract of paper delivered before National Council.

The Use and Danger of Method.*

By Supt. W. A. MILLIS, Crawfordsville, Ind.

Education is a movement in the life of the individual or community. Teaching is an art employed in facilitating and directing this movement along lines believed to be wholesome. The educational process is, according to certain laws, determined by the nature and sequence of activities thru which the individual must pass if he is to grow. Teaching must conform to these laws to be effective.

The teacher must understand the principles of education, not as something out of which she may deduce rules of teaching, but as a criterion by which she may test the worth of what she is doing. Teaching is not applied pedagogy. It is born of the teacher's own instinct and inventiveness. However, it must not transgress the general principles, else it will be futile. Educational method is to the teacher what chart and compass are to the sailor. Art has to do with particular situations. The particular child and the particular teacher with her resources and limitations are always primary elements to be reckoned with. The actual problem of the teacher is to move the child from where he is found to where he is wanted. In the movement the teacher must enjoy entire liberty in the employment of ways and means, instrumentalities and devices, keeping, all the time, within the limits fixed by the principles of education.

Two of the chief dangers in teaching are: restricting the teacher to the practice which some particular teacher or school has found successful, and destroying the vital spark of her work by the slavish attempt to deduce the practice of the school-room from laws of psychology. There is great danger in the frequent demand for uniformity of text-books, courses, and methods. Each school has the right to do for its pupils what they most need to have done, and in the way in which it can best do them. In the effort to make teaching scientific there is always danger of veiling the teacher's personality, obstructing her recourse to common sense and instinct, and of getting in the way of the child's native development.

*Abstract of paper delivered before the Department of Elementary Education.

Agriculture in the Public Schools.*

Some Convincing Experiences.

By MISS CORRINNE MARCELLUS.

I think we will all agree that gardening has great educational value, even for young children; but I am sure we will be unanimous in saying that it presents huge difficulties in most of our school environments. So rather than theorize I shall speak of what has been accomplished in some Chicago schools.

The kindergartner in the D. S. Wentworth school felt strongly the value of gardening, and she fully demonstrated that "where there's a will, there's a way." Encountering all the usual difficulties in securing a piece of old Mother Earth, large enough for the purpose, she appealed to the Mothers' club. A garden 25x50 feet was loaned by an interested mother. A thoro preparation of the teacher was accomplished by the help of the Chicago Public Library. The children cleared the ground and celebrated the occasion with a bonfire. They accompanied the director to engage a plowman, and then measured the beds with strings. Nasturtiums, morning glories, radishes, lettuce, cabbages, onions, potatoes, pumpkins, sweet corn, and popcorn were planted. The crop was good and before the close of school occurred a party was held where lettuce and radishes were conspicuous among the refreshments. Invitations decorated by the children with designs of

*Part of paper read before Department of Elementary Education, N. E. A.

lettuce and radishes were sent to the mothers for a sale, and on the eventful day, the little shop keepers took in sufficient money to buy a much coveted picture for the kindergarten. A glorious harvest in the fall, a Thanksgiving party, in which another kindergarten participated, plenty of popcorn for the Christmas tree, a long sunflower stalk for a flagstaff, and many seeds put away for next season, completed their triumphs.

An experiment in the Burr school where all participated was as follows: a vacant lot 348x158 feet was loaned, fenced in and ploughed, divided into beds and each room given a bed. Vegetables and grains only were planted, but every child was given seeds with instructions for window boxes, and flower beds, and prizes were offered for the best results in the fall.

Physiography in Secondary Schools.*

By J. A. MERRILL, State Normal School, West Superior, Wis.

The secondary school in America occupies a unique position; it is a preparation for business and professional life on the one hand and it represents a certain degree of culture which admits to higher institutions of learning on the other. Physiography is now passing the critical stage in which the subject matter is reaching the classification that will stand the test of the purposes of secondary schools. In no subject is the tendency to cover much ground and deal with theoretical or even scientific speculation stronger than in physiography; but this not only detracts from the value of the course, but is a waste of that most precious time for which so many practical subjects are clamoring. The course must, therefore, deal with practical things and in a way that will introduce the student to the elementary technology of the great subject and enable him to apply the fundamental principles to the affairs of everyday life. The subject matter of such a course is necessarily limited in scope and may be outlined in a brief space.

It should include a clear and definite study of the instruments for testing the atmospheric conditions, the interpretation of weather maps in all particulars where-in conditions represented on the maps affect man locally, or in general. This demands the study of the entire atmosphere and the application of physical forces to its movement.

It should include the method of crust formation by deposition in ocean or other bodies of water, and knowledge by laboratory tests of the composition of different cemented and hardened rocks, and the products of alteration which these undergo on being exposed to the attacks of the atmosphere under circumstances which favor decoposition.

The interpretation of detailed maps with all that they convey to the intelligent student opens up a source of information more certain than the printed book or picture, and is in itself no little accomplishment.

Life relation of topographic forms is the consummation of this study and must constitute its highest and most important division. It not only gives an intelligent idea of the productive value of areas, but their economic importance in their utilization of the world's great inventions.

* Abstract of paper delivered before Department of Science Education.

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Taxation and Teachers' Salaries.*

By Asst. Supt. A. G. LANE, Chicago, Ill.

The evolution of the system of public instruction during the last century has brought about radical changes in the requirements for teaching, and has rapidly developed the professional teacher. The natural result of increased efficiency in any department of labor is increased compensation.

The vast sum spent for the education of the youth of this country is an indication of the importance placed upon it by the people. A republic's strength is measured by the intelligence, prosperity, and ideals of its people. The ideal standard that "all men are endowed with certain inalienable rights" has been interpreted by the people to mean that an education is an essential need of every child, also a right, and that it is the foundation for citizenship.

In cities the problems of providing good streets, water, light, transportation, police and fire protection, parks, libraries, and schools have been carefully considered, and are being successfully worked out. The equity and justice of caring for the sick, the defective, and the helpless poor have been quite fully recognized.

Cities have made many demands and the response of the people in voting taxation has been prompt and willing. The rapid development of the country, the productive harvests, the rich mines, the boundless resources of wealth, have made it comparatively easy in the past to pay taxes for all public improvements.

With increased wealth, the rates of interest on money have increased, the percentage of profits on small lines of business has been less; concentration in capital has resulted. These changes have led to a scrutiny of taxes, to their evasion, to reduced valuations, to legal limitations, and in instances to restricted public improvements, and to impaired public service.

Any comparison of the growth, improvement, and cost of public service in the cities of this country will show that the older cities are gradually classifying their revenues and expenditures, concentrating the taxing power in one body to secure equity, making fair provision for the necessary departments of public service, and limiting the total tax levies to a rate per cent. in harmony with substantial conservative business interests.

An examination of the report of the commissioner of labor, Bulletin 36, Sept., 1901, p. 925, gives statistics showing that the rate of school expenditures to the total expenditures was as follows: New York city 15%, Chicago 32%, Philadelphia, 17%, St. Louis 17%, Boston 16%, Minneapolis 25%.

In comparing the items for Chicago with the other cities, we find that the taxes levied in Chicago for special assessment and by the Drainage Commission are not included, hence the large per cent. credited to Chicago would be reduced.

The percentages in other cities are: Cleveland, 21.5; Buffalo, 19; San Francisco, 21; Cincinnati, 15.5; Pittsburgh, 14; St. Paul, 19; Omaha, 26; Los Angeles, 33.

The higher rates in Chicago, Omaha, and Los Angeles are partly produced by the large amounts expended for buildings.

The school revenues are therefore from 17 to 25% of the total tax.

From the report of the United States commissioner of education for 1900 we find that the expenditures for teaching, as compared with the total expended for the schools, is as follows: New York city, 53%; Chicago, 68%; Philadelphia, 58%; St. Louis, 54%; Boston, 58%; Minneapolis, 65%; Cleveland, 60%; Buffalo, 59%; San Francisco, 82%; Cincinnati, 82%.

The high percentage for San Francisco and Cincinnati are explained by the fact that only two per cent. of

total expenditures was for buildings, and in Chicago for the year 1900, only 10% of the expenditures was for buildings. On the other hand, in New York city the amount for buildings was 27% of the total expenditure; in Philadelphia it was 26%, and in Minneapolis it was 20%.

New York state spent \$36,395,269 for schools for the year 1901, of which 59% of it, or \$21,504,619 was for teachers' salaries.

Illinois spent \$18,167,219 for school purposes for the year 1900, of which 63%, or \$11,415,992 was for teachers' salaries.

About 60% of the total tax for school purposes then is expended for teachers' salaries. An examination of similar tables for other years and for some other cities and states shows some variations which doubtless could be easily interpreted, if all the facts were known.

An examination of the basis of assessment in the various cities and states shows a wide difference. Illinois assessments are 20% of the cash value of property; New York city 70%, altho the law calls for full value; Philadelphia, 80%, which is the legal basis; Boston, 100%; Baltimore, 75%; Cleveland, 30; Cincinnati, 60%; Buffalo, 70%; Syracuse, 100%; Minneapolis and St. Paul, 60%. If the taxes in these cities were assessed upon the cash value of all property, then the rate would be about 2% for all ordinary taxes.

We found that the total school tax was from 17% to 25% of the total tax for all purposes. Assuming 20% to be an average, the school tax is $\frac{1}{5}$ of the total rate of 2% for all purposes, or 4 mills on the dollar.

We also found that the amount of the school tax fund devoted to teachers' salaries was about 60% of the total school tax, or $\frac{3}{5}$ of 4 mills, which is 2 $\frac{2}{5}$ mills.

It is probably safe to say that a tax of from 2 to 3 mills on all property at its cash value would produce sufficient revenue to pay teachers' salaries, and that a tax of 1 to 2 mills additional would provide for sites, buildings, and incidental expenses for maintenance.

In considering this question of the education of all children for citizenship, the fact must not be overlooked that most of the states have in some degree assumed the responsibility by levying a state tax for the maintenance of schools. The principle upon which the state tax was originally extended was, that the wealth of the whole state should contribute to the education of all the children. That standard should be maintained and the means should be provided to aid districts which are unable to sustain schools.

The location of railroads representing large capital, the accumulation of wealth at certain places, the massing of working people in one district and the concentration of wealthy people in another district, cause great variations in the local tax levies and emphasize the importance of the distribution of a state tax on a basis which will help the poorer districts.

The reports of county and state superintendents show that if effective instruction is to be imparted to all children, more generous provision must be made for the ample compensation of teachers, for permanency in their work, and for centralized schools in the rural districts.

The proposition that the fund for the payment of teachers' salaries be increased by the distribution of a larger amount of money to be raised by general state tax and to be distributed in such a way as to insure the maintenance of rural schools for 160 to 180 days each year, is commended.

Effective administration of a school system can be most easily secured when the teacher can work with the certainty of a compensation on a fixed scale, without radical and violent fluctuations; when the general principles of civil service prevail, and teachers are retained during efficient service and good behavior. To secure these results in the larger cities, the statutes relating to the raising of taxes for the teachers' salary fund should provide for an adequate and definite amount.

*Abstract of paper delivered before National Council of Education.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING JULY 26, 1902.

National Education in Argentina.

It is well with a nation when its highest representative in the government recognizes the magnitude and surpassing importance of the universal education of the people. Still better it is when he shows himself to be well informed concerning the progress and present needs of the schools. Would that more rulers had so firm a grasp of the educational situation as the president of the Argentine Republic reveals in the following extract from his message to the National Congress:

"General culture is making most encouraging progress throught the country. I refer particularly to the common school education, which, after all, is the most important feature in democratic life in our republic. While I am thorely in harmony with the belief that the state should support every kind of instruction for the people, even in special departments of science, I am convinced that the most serious responsibility of the government lies in the training of the great mass of its citizens for the proper appreciation of republican institutions.

"There are 4,538 primary schools in the Argentine Republic, which are attended by 460,229 pupils. The share of the city of Buenos Ayres is a very important one, for she has 247 public schools attended by 61,073 pupils.

"Public education with us is based upon an excellent law with administrative provisions leaving considerable scope to modern didactic improvements. It has developed under most favorable auspices and has placed our country among the most enlightened governments in this branch of governmental function.

"The social influence of the public school is steadily growing. The early prejudices against the democratic equality cultivated by the institution have been hushed. Our people now realize that the school-room furnishes an unparalleled basis for harmonization of the different social elements which are active in the collective life of the republic.

"The constant improvement of methods of teaching and the generous supply of apparatus for the public schools have won for Buenos Ayres a place among the most advanced cities of the world.

"To meet the demand occasioned by the annual increase in attendance and by the newer idea of school hygiene and pedagogy, the city will soon add twenty-one new school buildings to the large number she already has, and which have been erected after the most suitable types to be found in Germany and in the United States.

"As regards secondary instruction I merely wish to add a few words to the words I addressed to Congress in my latest message. As the problem of devising a definite plan which will fix the real aim of our national instruction is still under your consideration, support of the present state of things is assured of hearty support.

Several decrees have been issued establishing the amount and co-ordination of studies in the national colleges (or high schools) and in the normal schools, seeking for a better accomplishment of the work. At present the courses are somewhat overburdened with subjects which might more advantageously find their place in special institutions or universities.

"The technical and professional schools supported by the government are winning more and more the favor of the people, as the young people which go out from them give evidence of possessing the equipment necessary for industrial productiveness and commercial transaction.

In this field our modern system has departed far from the narrow limits of the old education.

"The best proof of the increasing success of this instruction is the large number of young men who apply for admission to the agricultural, industrial, and commercial institutes, and the great demand for scholarships in the United States and Canada, where the government supports forty Argentine students. The excellent results achieved by the North American scholarships, render it desirable, it seems to me, to extend their number next year.

"Our universities, on the other hand, continue their beneficent influence upon national culture and send out every year graduates well fitted for the liberal professions and for the management of our national institutions. As these universities are administered thru special channels, the national government has but little control over them. But the interest which the government naturally takes in the evolution of our national culture, makes the observer solicitous for the progress and character of the universities.

"The University of Buenos Ayres has had an attendance of 3,800 students, a number surpassed in the United States by only one similar institution, and larger than many of famous European universities.

"The Argentine Republic was represented in the International Astronomical Congress held at Paris in 1900. The principal task of this congress was to undertake a complete description of both hemispheres of the heavens. The large astro-photographic telescope bought by the Argentine government will give our republic the most important share in the cataloging and sidereal atlasing of the Southern hemisphere. Thanks to the participation in the work of this congress added to the 650,000 stars which our National Observatory has already cataloged, the republic will be firmly placed ahead among the countries which have devoted more energy to the accomplishment of so disinterested a task."

"The National Library has a large, new, handsome building whose architectural beauty and provision for comfort accord well with the general progress and demands of a city like ours with its million inhabitants.

"The National Museum of natural history will soon be removed to another place where the immense quantity of collections in anthropology, paleontology, ethnology, numismatic, and living universal fauna and flora will find the desired space. The change will greatly enlarge the opportunities for study and research.

"The Museum of Art which possesses many valuable works and interesting collections, is an important factor in esthetic education. Moreover, in its copious archives are preserved the principal lines of our past social life, with especial reference to the historical development of our national art." **

*Two years ago the director of the Berlin Observatory, relating the history of the astronomical movement during the past twenty-five years said that the part taken in it by the Cordoba Observatory (Argentine) was the most prominent one by far.

**The Natural Observatory was founded in 1871 by Benjamin Astorff Gould, an eminent astronomer of Boston, Mass., who was engaged for that enterprise by the Argentine government, then controlled by D. F. Sarmiento, the friend and co-worker of Horace Mann, and the first to bring to a foreign country American ideas concerning education.

The Natural History Museum has been directed for a quarter of a century by Hermann Burmeister, one of the prominent naturalists of the world. His views in paleontology have considerably modified this science and his descriptive and explanatory works are regarded as fundamental by specialists of that science.

Dr. Sadler's Talk to High School Boys.

Some morning last month the DeWitt Clinton high school of New York city was favored by a visit from Dr. Michael Ernest Sadler, the distinguished English educator. Called upon for a few words to the boys, Dr. Sadler spoke of his school days at Rugby and added these inspiring words:

I do not know whether any of you here think of being schoolmasters, but if you are, it may be some encouragement,

in times of depression or anxiety, to remember that one of the greatest powers in the life of the English-speaking people in the last century was that schoolmaster, Dr. Thomas Arnold, of Rugby. The further we get away from him, the more we get away from him, the more we realize his great height of character and nobility of purpose, and you will find that he gave his whole life to preparing people to realize that all English-speaking people all over the world have one great common task of civilization before us, and that in that task they will find it their indispensable aim to draw from the classical lucidity and beautiful finish of French scholarship, and from the scientific thoroughness of the German intellect, and that, more than that, we modern people cannot carry out all the duty that lies before us unless we draw permanently from the wells of classical antiquity, and, far more than that, from the Scriptures themselves, and from the heart of Jewish thought and Jewish belief. That is what Dr. Arnold stood for. The idea that the civilization of the future is a civilization which draws all that is best from all sources, and is proud of all alike.

And that is largely your work here in New York. I believe that when you grow old you will look back and realize that you spent your boyhood, in a time of great historical importance. This country is now the scene of a national movement, the significance of which and the depth of which we shall only fully appreciate as we get further away from it, and whatever you do here in the next ten years, and not least in the schools, is going to react not simply on your own country, but on countries thousands of miles away beyond the ocean. And I would beg you, in conclusion, to remember, as you walk down these New York streets and see the tremendous forces of modern engineering, backed by modern capital, and directed by applied science, in building up a wonderful new city, and a wonderful new culture, I would beg of you remember that, necessary as it is for us to do all this, thankful as we are for the development of science, and for all the power it puts in our hand, nevertheless, we must bear in mind what Emerson said, that it was a dangerous thing for the world when "things are in the saddle and ride mankind." Great as these physical forces are, the one greatest thing in the whole world is the individual soul, consecrated to the service of humanity, and living always reverently and thankfully as in the great Taskmaster's sight.

A Veteran Teacher.

Mr. Leonard Dunkly has been teaching in Brooklyn since 1851. In that year he was made assistant principal of the Wilson street school; in 1855 he was made principal, but he had begun teaching in 1842 in the junior department of the grammar school of Columbia college, so that he has labored sixty years in the school-room and is in fair health now. Mr. Dunkly is a man of kind heart and is a thoro and conscientious teacher. Many prominent citizens of Brooklyn have been under his charge.

School Gardens.

A small park at Fifty-second street and Eleventh avenue has been set aside for the boys and girls of the neighborhood to employ in raising vegetables. A tent has been set up for the use of teachers provided by the board of education. It is proposed that lettuce, beets, turnips, &c., be raised, and these may be sold or consumed by the families of the children. Each boy and girl will have a plot; the seeds and fertilizers will be furnished them. This suggestion was made by Mrs. Henry Parsons, a school inspector, mainly to keep the children off the streets. At the same time they will get some ideas about the cultivation of the ground.

The most important recent contribution to American school book literature is the beautifully illustrated series of geographies by Prof. H. Justin Roddy, of the First Pennsylvania State Normal school at Millersville. These books are published by the American Book Company. A fuller notice will appear in a later number of THE SCHOOL JOURNAL.

The next number of THE SCHOOL JOURNAL will be mailed to subscribers during the week ending August 16. Fifty numbers are published a year. No issues for two weeks.

Letters.

Mr. Fitzpatrick on Improving Inefficient Teachers.

If every supervisor, which I take it means principal as well as superintendent, were obliged to read aloud to his teachers at a weekly meeting, Mr. Fitzpatrick's article on "How to Improve the Work of Inefficient Teachers," in *Educational Foundations* for June, the sum total of happiness among the teachers would be raised considerably.

The supervisor who, after spending a few minutes in a young teacher's room, sauntered over to her and remarked, "Your work isn't worth twenty dollars a month," might be hit in a vital part when he read, "The aim of all good supervision is to raise the teaching character of the class fair to good, and poor to fair," and might resolve to try to adopt some other method to bring her to a realization of her deficiencies, altho we all know dollars and cents are mighty factors in any reform. But imagine him reading that article with that teacher listening!

Then, if the article was read often enough, the supervisor who reported to the principal that, "Five of the teachers had on soiled shirt waists," might have his mental vision cleared enough to see something else besides "misplaced material." Because even in a room presided over by the wearer of a "soiled shirt waist," there are usually some good and some bad educational methods to be commented upon. Soiled shirt waists are not educational and not esthetic; but since Chicago is minus smoke consumers, and since many Chicago teachers travel miles thru clouds of dust, and since there are not accommodations or time allowed for change of raiment in the middle of the day, therefore immaculate shirt waists must perforce be seen occasionally.

A civil service examination can give no "mark" on the spiritual insight required to see the struggles and the triumphs, and the partial defeats and overwhelming disasters that occur day after day in a school-room, but when supervisors reach Mr. Fitzpatrick's ideal, or next best thing, strive for the ideal he has set up, to be a teacher will mean to be an individual, not to be an imitation of the supervisor in charge.

Mr. Fitzpatrick advises that "some specific error in teaching or discipline with the remedy" be pointed out. If that could be emphatically impressed upon some principals.

It might relieve some teachers of the soul crushing presence of a man with irritation written all over his brow which vents itself in fretful remarks on general incapacity and yet who offers no relief or remedy.

"Your method with this boy is entirely wrong," almost roared a principal at a teacher who had the temerity to annoy him with a case of discipline.

"Yes," she said calmly, "it is. If it wasn't I wouldn't be here. What have you to suggest?" And he had nothing.

"Glittering generalities," are not what a struggling teacher wants. *Specific charges* give her something to work upon.

What a comfort it would be to teachers if principals would take to heart, "The weaker the teacher the more deference he should pay her in the presence of the pupils."

"I hate Mr. Blank; he made teacher cry the other day and he acts as if it was teacher's fault when the boys are bad and that makes them badder," said a little girl to her mother. Was it any wonder that the teachers in that school moved heaven and earth to get out of it? What kind of work could even the best do with such an atmosphere about her. Fear and humiliation are not inspiring.

All teachers have not the spirit of one who, coming from a school in which courtesy was the rule, was severely taken to task before her pupils for an infringe-

ment of a local rule. Next time she received a reprimand she put the width of the room between the principal and herself and "answered back," so vigorously that she silenced him. A private interview with a highly indignant principal was the result. The other criticisms she received were delivered in a corner of the room and were whispered.

"The production of a note book and the jotting down of a word or two will often bring about the collapse to a sensitive, conscientious teacher that would come to a patient if, before an operation, the surgeon flourished his knife in artistic circles before the eyes of his victim," read an experienced teacher. Well, that's the truest thing he said. Will I ever forget the sensations I used to have when a principal, a nice man too, used to come in, take the chair from the platform with an immense flourish, seat himself before the children and begin to write? The children were fascinated and watched him instead of attending to lessons. I lost every particle of energy and trembled as if I had an ague, and could do myself no justice. That note book was absolutely draining my life away. At last I plucked up courage to tell him what I thought of it. He said I was foolishly sensitive and several other things, but never introduced the book again."

"But think of the teachers who do not pluck up the courage? I have often wondered if the five cases of nervous prostration in one school might not possibly been brought about by a note book and a flourished chair."

"Is she questioning mainly the brighter portion of the class, or is she aiming to reach each and every pupil?" The principal who bases his estimate of a teacher on a set of carefully prepared papers, or a lesson or two very well recited, is not as uncommon as he might be. One teacher who is really conscientious, always tells how she acquired the reputation of training her children to talk. The superintendent, principal, and two visitors were in her room. The superintendent's fad was talking. Three boys "would not down" and in spite of the teacher's protests were called upon every time for what they had to say. They were pleasant mannered, prettily dressed children, and created a very favorable impression; but they were absolutely the poorest pupils in the class. Every child in the class was perfectly competent to say something on the subject under discussion, but "we weren't asked and John and Andrew and Harry were always jumping up and gave no one a chance," complained the others. "They could talk, every one of them," said the teacher, "but in point of fact only three did and I am still living on the reputation they earned for me, altho that was years ago."

A skilfully prepared lesson on the coral polyp established one teacher's reputation with a supervisor, and either because that blinded him to her imperfections or because he concluded that she needed no further supervision he never found out that it was the only well prepared lesson they had in a year and the teacher herself told it. It's perfectly natural to want to call upon the brightest pupils, and unless a teacher exercises a rigid self restraint she will do it.

A teacher was complaining of the poor reading of a class that had come to her very highly recommended.

"Why," said the principal, "Edna and Margaret and Edith are excellent readers."

"Yes, but what about the twenty-four others?" said she.

And he was honest enough to say the good reading of these three had colored his impressions. Aren't these things enough to make a teacher fight heroic battles with herself against temptations, and can she be blamed if she falls sometimes and puts only her best foot foremost?

Is it her fault as much as it is the principal's who has not the eye to see the ragged mate thrust out of sight?

Then, how many principals are there "ready to praise her for her improvement as to criticise her for her deficiencies"?

A teacher tells with great glee and yet with a little moisture in her eyes, too, how once she was invited into the office and faced a faltering, embarrassed man who after some time stammered out that he was very much pleased with some work he had seen in her room. She was prepared for a "rating" and wondered at his unusual agitation, but his compliment left her shame-faced. When she left the room she laughed hysterically and said she could understand now why he was so chary of praise. It was a most painful operation, the bestowing of it.

Yet how we all love praise and especially praise from one who bestows it discriminately. How we tell it to each other, and tell it at home and think it over and try to put ourselves in the way of deserving more. What a heart it puts into our work! Let us hope the careful reading of the essay by a man who knows, and who hits the nail on the head every time, will bring about a change of heart in those who deal out compliments as if they were hundred dollar notes.

When supervisors realize that "tenderness, courtesy, wisdom, and skill" are forces which elevate and that fault-finding and harshness do no good, perhaps they will be more generally adopted on the principle that it is a good plan to "assume a virtue if you have it not." And let those of us who rejoice in the supervision of men possessing all desirable qualities "go down upon our knees and thank God fasting for a good man."

Chicago.

MARY E. FITZ GERALD.



"Does the Public School Encourage Education?"

It certainly does, as can abundantly be proven by the many facts in the case. There was never a time in the history of the race when the subject of education so occupied the thoughts of men as now. It never before permeated the people as now. To the public school and no other is due this mighty awakening,—this general spread of intelligence—this great uplift to a wider plane of educational subjects.

Wherever the public school does not exist the masses care little for education; this is shown in our late possessions, and it is to be seen everywhere. In the Philippines, in Porto Rico, in Cuba,—as soon as the public school was established, men and women advanced in years even flocked to it, and in the United States people are willing to be taxed extravagantly for the maintenance of public education. Possibly they pay no other tax so cheerfully. Fabulous sums are raised every year for building and equipping edifices that, a few years ago would be the envy of kings. These are filled to their utmost capacity with the children of eager parents for education; and, further, the education obtained in these institutions of learning is far superior to that given in our earlier colleges. Harvard and Yale did not furnish for many years in their history as liberal and practical an education as many of our high schools do now. The college has grown with the public school. The public school is a feeder to the college and they act and react upon one another.

Whatever the whole public is interested in encourages everybody.

The public school does encourage education.

Wherever the masses of the people are educated a stable government can be maintained without resorting to kingly power,—uneducated, a stable republic is impossible. All thoughtful men know this, and all well-wishers of a republic foster and encourage education.

Education is trained brains, enlarged views, broader outlook, civilization.

Education, knowledge, and wisdom should be one.

Springfield, Mo.

J. FAIRBANKS.

There will be no issues of THE SCHOOL JOURNAL for August 2 and 9. The next number will be dated August 16.

The Educational Outlook.

The Chicago Teachers and the National Federation.

The newspapers of Chicago and Minneapolis have referred to the recent organization of grade teachers as the most important result of the educational convention. In Chicago, which has witnessed the first experiment along this line, the work of the organized teachers has become a factor in civic life and an influence so well established that prominent newspapers have made the national federation the subject of editorial comment. Where this comment is not in the nature of praise, it usually dwells upon the resemblance between the teachers' movement and the activities of trade unions, the point of resemblance being of course the explicit intention of securing better material conditions.

Without discussing the merits or demerits, intrinsic or accidental, of labor organization, without examining into the spirit of the newspaper comment, or analyzing the implied reproach, it may be interesting to consider the effect upon educational interests of the introduction of what is certainly a new element into the deliberations of a body like the National Association.

Assuming that teachers find profit in such opportunities as the annual convention affords, their financial status would seem to be a question not wholly impertinent.—"for obvious reasons, if for no others." But the real significance of teachers' attitude with regard to their salaries does not seem to have impressed itself upon either section of the public, that which criticizes or that which sympathizes.

If the action of the Chicago Teachers' Federation, which is the pioneer in this field, may be taken as characteristic and typical, teachers are content to let the growth of public sentiment determine the amount of compensation they receive. *Stability* in the material conditions of their work is what they desire.

The now famous tax campaign in Chicago was undertaken for the sole purpose of providing revenue to enforce a schedule of salaries adopted by the Chicago board of education in accordance with the request of teachers, re-enforced by the press and the public. It is a peculiar fact that Chicago teachers heard nothing in those days about a spirit of trade unionism, altho they were doing then what they are by many persons erroneously supposed to be doing now—obtaining an increase of salary. We do not remember that it was said of the teachers of New York, who succeeded in obtaining an excellent salary schedule. The criticism followed the later developments.

For a year after the increase of salary was suspended, the teachers accepted the situation, hoping for better things. As the situation grew worse instead of better, the teachers began to wonder whether there was no way of reaching the cause; hence the tax investigation and its fruits.

The legal action now pending in Chicago by which the teachers expect to recover from the board of education, now in possession of the funds, the salaries lost during the year 1900, is based upon the assumption that it is the privilege of any individual to collect the wages for which he has contracted to work. To stand for justice is an unassailable position, whether it be justice to self or others. An honest man pays his debts. There is something unsound in the municipal fabric which is not bound by the same obligation.

Every public abuse is an abuse because it is an infringement of some one's right. The man who defends his rights attacks the abuse. The shallowest criticism which has been brought against the teachers' action in restraining the disposition of the money collected thru their efforts is that they would prevent the opening of the kindergartens and other branches of the service. If the school revenues are already sufficient, as many persons claim, then retrenchment should be practiced on something less vital than kindergartens and grade

teachers. If they are insufficient, which has always been the plea of the board of education, this has been shown to be the result of failure in duty on the part of the taxing bodies. What is there to prevent the collection of the franchise tax as approved by law, by any interested persons working along the line adopted by the Teachers' Federation?

There is probably no virtue so unpopular as consistency. To have set a somewhat higher value on their services than had previously been accorded them was considered no ground for criticism of the Chicago teachers in 1898. To provide the means of paying the salaries granted, while at the same time earning them, was an undertaking which succeeded only in spite of criticism. To organize for the purpose of providing by all legitimate means against the possibility of disturbance arising from the conditions which prevail in Chicago, is a step which is looked upon in some quarters doubtfully.

It is somewhat unjust to the entirely original methods of the Chicago Teachers' Federation to attribute them to a desire to follow the lead of any older movement, labor or other. Certain conditions which affect other wage earners do undoubtedly affect teachers also, while others are peculiar. To have traced the fault in material conditions to the fundamental error in the civic administration, and to have approached the righting of the conditions step by step with the righting of the fundamental error; to have held personal interest in abeyance while attending to essential principles of justice; to have labored for three years with undiminished enthusiasm and no tangible financial reward for an end that when accomplished will benefit Chicago more than themselves, is a record that ought at least to place the Chicago Teachers' organization in a class by itself.

It is natural to believe that the National Federation, which owes its inception to the effort and example of Chicago, will work in the same spirit, however varying may be its local activities.

When some body of teachers working under favorable material conditions becomes active in the national organization, the lines along which their energies tend become a subject for interesting conjecture. A. M. M.



To Teach Farming.

At the seventh annual meeting of the American Association of Farmers' Institute Workers, Secretary Wilson, of the Department of Agriculture, spoke most earnestly regarding the teaching of the rudiments of agricultural science in the public schools. He said:

"Our system of education in this country is old-fashioned. It was imported from the other side of the water, and is much like the systems from which it sprang. Colleges were originally organized to educate preachers. We do educate doctors, lawyers, and dentists now, but none of our schools furnish farmers the education they need. We have agricultural schools, but they teach nearly everything but agriculture. It is almost impossible to find instructors who have knowledge of animal husbandry, plants, and soils. Consequently the Department of Agriculture is compelled to educate its own specialists, and has 260 young men and women learning the things which are not taught in any of the schools of the country.

"We must not hope to educate agriculturists if study of subjects relating to their profession is delayed until the beginning of a college course. In the primary schools the rudiments of agriculture must be taught. Pupils must be taught to distinguish between various plants. They must learn to recognize grasses and legumes, and must be encouraged to study nature at all times."

[Those who have jeered at the encouragement of nature study by THE JOURNAL will please take notice that it appears to be demanded by the farmers. It will be found in a few years not to be so desperate a fad as has been supposed.—EDS.]

Notes of New Books.

Romance of the Renaissance Chateaux, by Elizabeth W. Champney, may be considered in a sense a sequel to her former book, "Romance of the Feudal Chateaux." It may be romance that she has sought out among these stone piles of the sixteenth century, yet it is history as well. History of the most enduring kind is in piles of stone and brick, as has been amply attested during the past hundred years by the researches among the ruins of Babylon, Nineveh, Troy, and the ancient Egyptian cities.

The intellectual and art development known as the Renaissance was the outgrowth of social and political conditions. Returning from the crusades to a state of peace the baron no longer found any need for the military service which his vassals owed him for the tenure of their land. Since there was no booty to be gained by foray on the land of his neighbors, or plunder of infidel cities, a following of men at-arms was an expense rather than a means of revenue, and the soldier again became a peasant. But the land was still the seigneur's and he took rent instead of military service. Thus these lords found themselves with less power but vastly more wealth, and they took to building magnificent chateaux. If the student of history would enter France by the door of the sixteenth century he can do no better than ascend the river Loire from its mouth; the destiny of the river is that of the nation and its castles were the homes of the kings. The chateaux have always followed the waterways, and some of the most fascinating of these are tributaries of this royal highway.

It is the romance connected with these lordly buildings that the author has told so gracefully from notes made from a long list of historical and biographical works. Among the chateaux to which she attaches romance are those of Nantes, Amboise, and Blois; La Motte Feuilley, Meillant, Gaillon, and Chambord, Fontainebleau and Anet, Chenonceau; Ecouen, Blois, and Nevers, and others. "But the new birth of art and of scholarship," says the author, "with the discoveries of America, of the telescope, and the printing press were as nothing in importance to the boon of freedom of thought in religious belief, brought in at this time of the Reformation; and fought for by the noblest, the most intelligent, and the bravest men of France."

The volume has many portraits and other illustrations. It is beautifully printed and bound; gilt top, rough edges, boxed. (G. P. Putnam's Sons, New York.)

The Reasonableness of Faith and Other Addresses, by W. S. Rainsford, D. D. Not for a long time has a volume of sermons offered especial interest; but these sermons seem to possess something of the fire and life of the speaker shining even from

the printed page. The series takes its name from the first, in which the speaker argues that faith has the same foundation as all reasoning from observation and experience. Hence faith is the right condition of man, while lack of faith is abnormal. The other addresses were prepared for special seasons. The baccalaureate at Harvard is out of the usual line of such sermons, but full of food for thought. The book is calculated to stimulate and aid a large circle of readers. (Doubleday, Page & Co., N. Y. Price, \$1.25.) L. F. G.

The Brook Book; a First Acquaintance with the Brook and its Inhabitants thru the Changing Year, by Mary Rogers Miller, lecturer on nature study at Cornell university. Illustrated. This volume gives a series of brief, racy accounts of trips to the woods along the banks of running brooks and paddling in their waters. The purpose of each of these is to lead the young boy or girl to look carefully at the condition and habits of some one form of life. Thus one trip was devoted to a study of the trailing arbutus as it grows in the pastures, while another studied the habits of the ant-lion. A large number of illustrations adds interest to the descriptions. Some of these are drawings from nature, photographs having been made on the spot, while a few half-tones show the appearance of selected spots. The whole book exhibits the enthusiasm of a lover of nature and is calculated to aid the teacher who desires to lead her students along nature's by-paths. (Doubleday, Page & Co. Price, \$1.35.) L. F. G.

It is seldom one picks up a book describing country scenes that makes a more favorable impression than *Travels Round Our Village*, by E. G. Hayden. In this is described a quiet country village in Berkshire, England, and it is written in a style that charms by its subtle grace. The author's eyes are open both to the beauties of nature and to the qualities of the simple country people, whose quaint speech and homely surroundings make them interesting to the student. We pass with her along the king's highway, visit the Ridgeway and "the Knob," stroll thru the streets of the ancient town, inspect the ancient buildings, and take in many of the sights in and around the place. Much of the charm of the misty past lies around this quiet Berkshire village. It does not take much of an imagination to repeople it with Romans and Saxons and Normans. Then the author presents its living inhabitants, with their queer dialect and ways, with such touches of pathos and humor, and enters so delightfully into their simple lives, that we feel that she gives us the "touch of nature that makes the whole world kin." The illustrator, L. Leslie Brooke, has caught the spirit of the author admirably in the many pictures he has furnished of people and places. (E. P. Dutton & Company, New York. Price, \$2.50.)

Your step has lost elasticity because your blood has lost vitality, which Hood's Sarsaparilla will restore.

NEW READER---NEW ARITHMETIC

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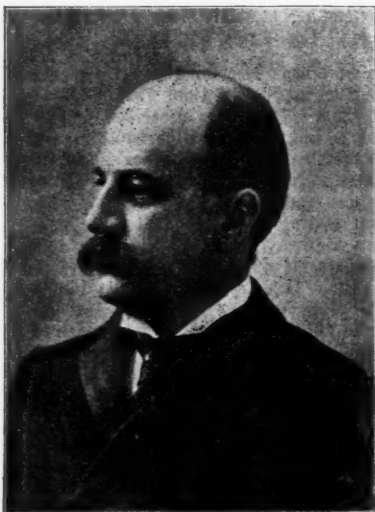
London

Educational New England.

WELLESLEY, MASS.—Miss Josephine Burnham, head of the English department of Brownell Hall, Omaha, Neb., has been elected professor of English in Wellesley college.

BELLOWS FALLS, VT.—Mr. Everett W. Lord, for the past two years superintendent of schools, has been appointed assistant commissioner of education for Porto Rico. He is a native of Ellsworth, Me., and was graduated from the College of Liberal Arts of Boston university in 1901. He is about thirty years of age, and in college was prominent in social affairs, and editor of the class magazine, for one year. He will leave Boston for Porto Rico in a few days.

DANVERS, MASS.—Mr. Lewis A. Pratt, of Williamsburg, has been elected superintendent of schools here. He is a graduate of Bridgewater normal school and has had nine years experience as a superintendent.



Supt.-Elect E. Mackey, of Trenton, N. J.

Mr. Mackey has been one of the best city superintendents in Pennsylvania. Politics counting for more than efficient service in Reading, the state lost him. Trenton is to be congratulated on securing him as a successor to Supt. Gregory, who goes to Chelsea, Mass.

HAYDENVILLE, MASS.—Principal Connors, of the high school here, has been appointed principal of the Williamsburg high school. Mr. John W. Kratger, for the past two years a teacher in Conwell academy, Worthington, has been elected his successor.

WORCESTER, MASS.—Mr. Rufus C. Bentley, a fellow in pedagogy in Clark university, has been elected professor of Greek and Latin, and dean of the faculty of Clark college. He at once assumed the duties of dean. He was graduated from the University of Nebraska in 1894, and took his A. M. degree there in 1896. During these years he was assistant in psychology. The next year he was principal in Skelton, and the year following principal of the high school at Martinez, Cal., and the following year, at San Rafael.

Mr. Frederick H. Hodge, of Malden, has been elected instructor in mathematics at Clark. He also is a fellow in Clark. He was graduated from Boston university in 1894, and received his A. M. in 1899. In '95-6 he was professor of mathematics in John B. Stetson university, De-

land, Florida, and at Bethel college in 1899-1901.

Clark college will open on Oct. 1 with an inaugural address by President Wright.

WAKEFIELD, MASS.—The new principal of the commercial department of the high school, Mr. I. E. Dwyer, formerly of the Brockton business university, is a teacher of large experience in his department. Besides teaching in Brockton for six years, he had considerable experience as a bookkeeper in Des Moines, Ia., after his graduation from Highland Park college. He is a native of Waterloo, Iowa.

WEST SPRINGFIELD, MASS.—Mr. Ion E. Dwyer, principal of the commercial department of the high school, has been elected to a similar position in Wakefield and has resigned. He has been in the school for two years, and has been very successful in his work. He has also been an instructor in commercial branches in the Young Men's Christian Association of Springfield.

ROCKLAND, ME.—Mr. Rufus S. Randall, sub-master in the high school, and a graduate of Bowdoin college, has been elected principal of the high school in Freeport.

NEW HAVEN, CONN.—Prof. Chittenden, dean of the Sheffield Scientific school, of Yale university, has announced a very important gift to the school from W. K. Vanderbilt. It is the establishment of a dormitory system for students of this department, who have been obliged previously to find accommodations for themselves in the families of the city. Buildings are to be erected at once, and the funds given for the purpose will amount to \$500,000 at least, perhaps to an entire million.

Professor Shaler, of Harvard, wrote a poem which was read at the Phi Beta Kappa meeting. The professor is certainly a many-sided man. He is probably the most eminent geologist in the country. He is a philosophical writer. He is an authority on road construction.

Feeling that his position as poet might seem a little strange, Professor Shaler explained that the reason for his debut in the fields of poesy is the same as that which moved the cow to jump over the moon. "Do you know why the cow jumped over the moon?" he asked quizzically. "It was because there were a lot of donkeys around who dared her to do it."

SOUTH BERWICK, ME.—Mr. J. C. Hull, of Adams, Mass., has been elected principal of the Berwick academy.

PORTSMOUTH, N. H.—Four teachers lost their lives in the terrible drowning accident at Appledore, Isles of Shoals, on July 17. They were Miss Katherine Bowes, a teacher in Framingham, Mass., a resident of Saxonville; Misses May and Evar Marshall, of Haverhill, Mass.; and Miss Bessie Chase, of Malden, a graduate of Hyannis normal school and a teacher there for about two years.

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CONSUMPTION

Recent Deaths.

Gen. Thomas J. Morgan died in the Ossining, N. Y., hospital last week. He has rendered much valuable service to education and was until within the past few years one of the most active attendants at meetings of the N. E. A.

BOSTON, MASS.—Miss Marie F. Keenan, assistant in the Howe school, died at her home on July 5. She had been a teacher in the Boston schools for the past twenty-three years, and had many friends.

Dr. John D. Runkle, professor emeritus of mathematics in the Massachusetts Institute of Technology, died suddenly at Mt. Desert, Me., on July 8. Dr. Runkle was active in maturing plans for the organization of the institute, when it was proposed about 1860, and upon its opening he became professor of mathematics and remained on the faculty to the time of his death. In 1863, when sickness compelled President Rogers to lay aside his duties, he became acting president, and in 1870 he was elected president, holding the office until 1878. This was the most trying period in the history of the institute, and its successful passage thru the difficulties was largely due to Dr. Runkle.

The laboratory method of teaching was practically originated and introduced to this country by Dr. Runkle's efforts. He suggested the chemical laboratory when the institute opened, and soon after he was instrumental in securing the same method in physics. A little later this was followed by laboratories in mining, engineering, metallurgy, and mechanical engineering. Finally, in 1876, greatly impressed by the shop work done at the Centennial Exposition by the Russian students, he introduced the same line of work in the Russian shop, and this originated the present form of manual training which is now so general for boys of high school age.

Upon retiring from the presidency, in 1878, Dr. Runkle again assumed the duties of his professorship and continued to teach until within a few months of his death. His work was marked by a close friendship for his students. Having taught freshmen and sophomores, he knew more men than any other person on the faculty so that his influence was very wide.

Miss Isabella S. Winslow, principal of public school 114, who died several weeks since was born in Burlington, Vt. Her father was Dana Winslow, editor of *The Sentinel* in that city, and later on the editorial staff of a New York paper. Miss Winslow was graduated at the early age of sixteen years and at once began to teach in the public schools of New York with which she has been identified ever since.

All Hail, Fremont, Nebraska!

The girls have formed an organization and 200 have joined. Miss Elizabeth Mackenzie, one of the active promoters of the scheme, said: "We will lay down rules insisting on total abstinence from swearing, lying, stealing, keeping late hours or bad company, gambling, drinking, and smoking. From all these things must these boys and young men refrain in order to be eligible to our companionship. Every young man will have a rating, which will be bettered or lowered as reports of his actions justify. We will spare no effort to ferret the 'black sheep,' and will boycott them completely."

Using the School-Room.

Jacob A. Riis says that the settlements can aid much if the schools can be got to be used for social purposes. One thing which will help more than all others will be the use of public schools. They must take the place of the saloons which send a boy like a catapult to the penitentiary.

Public sentiment says: "Let us have the schools to meet the social need." The board of education says you can have them when you have a plan. The city says you can have money when you have a plan. There is your problem. There is the opportunity of the settlements. They are the ones to take charge of the work, to study the boys' needs and the girls' needs, and to meet them there.

A Negro Congress.

A Young People's Christian and Educational Congress is to be held at Atlanta, Ga., August 6 to 11, to discuss plans for the moral, spiritual, and intellectual improvement of the negro. It is expected that 10,000 will assemble. There never was so much interest exhibited by the negroes themselves, and this meeting will help the cause wonderfully.

Two Tours to the Pacific Coast via Pennsylvania Railroad.

Leave New York August 2, visiting Chicago, Denver, Colorado Springs, Salt Lake City, San Francisco, Del Monte (Monterey), Santa Barbara, Los Angeles, San Jose, and Portland on the going trip. Returning, Tour No. 1 will run eastward thru the magnificent Canadian Rockies by leisurely daylight trips, with stops at Glacier, Banff Hot Springs, and other points, reaching New York on August 31.

Tour No. 2 will run eastbound via Yellowstone National Park, including the usual six-day trip thru that interesting preserve, arriving New York September 4. Special trains will be provided.

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A preliminary announcement outlining the various details will be furnished upon application to Ticket Agents, Tourist Agent, 1196 Broadway, New York, or Geo. W. Boyd, Assistant General Passenger Agent, Pennsylvania Railroad, Broad Street Station, Philadelphia.

Reduced Rates to Salt Lake City.

Via Pennsylvania Railroad, Account Grand Lodge, B. & P. O. E.

On account of the Grand Lodge, B. & P. O. E., to be held at Salt Lake City, August 12 to 14, the Pennsylvania Railroad Company will sell excursion tickets to Salt Lake City, from all stations on its lines, at reduced rates. Tickets will be sold and good going on August 6 to 8, inclusive, and will be good to return until September 30, inclusive. Tickets must be validated for return passage by Joint Agent at Salt Lake City, for which service a fee of fifty cents will be charged.

For specific rates and conditions, apply to ticket agents.

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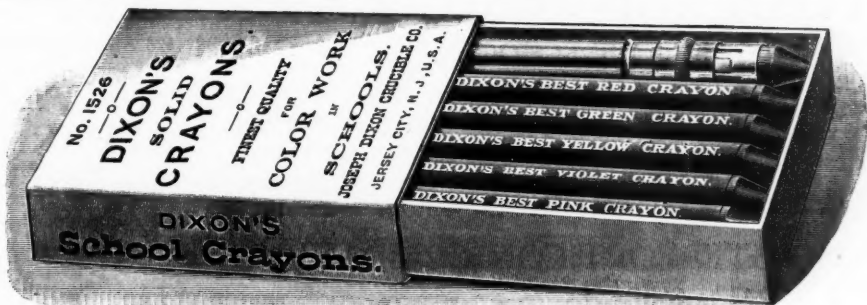
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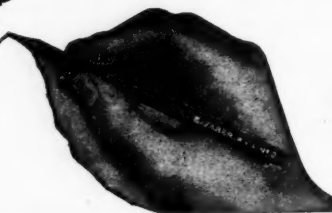
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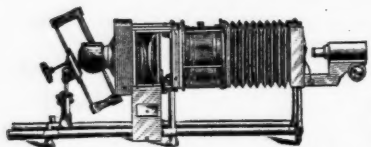


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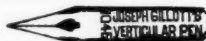


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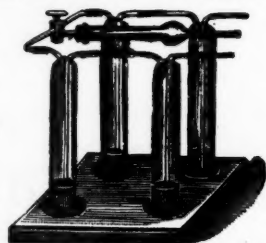
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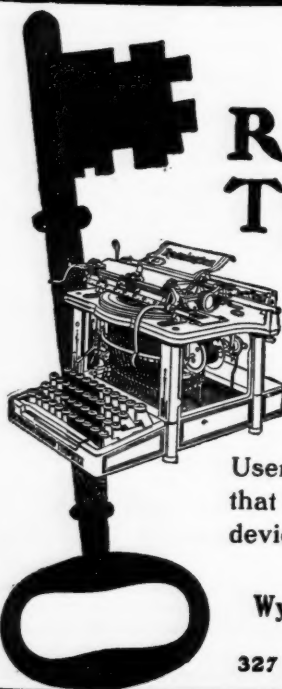
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